



MOTIVATION AND ITS REFLECTION ON THE ACADEMIC ACHIEVEMENT OF THE COLLEGE STUDENTS

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ABSTRACT

Now people become more serious about their status, economic condition, position etc. and for these they show more motivation in their tasks. Similarly in the case of students also, they become more motivated in their studies due to get a good job, to hold a good status or position in the society. Motivation is a kind of energy or force which leads the individual to behave willingly and voluntarily. It can also be said that motivation is a process which arouse movement in the organism. The movement is caused by the release of energy within the tissue. Motivation is very essential for learning and many researches were conducted on motivation. The objective of the study is to find out the motivation factors of the college students and to study the reflection of motivation on academic achievement of the college students. The study was descriptive (survey) in nature hence the data were collected by the investigator with the use of motivation scale. The collected data were analyzed by using mean, standard deviation and t-test. The findings of the study are i) In the urban and semi urban college the motivation factor high intensity of desire is found greater in female than the male students of B.Sc course, ii) The motivation factor average intensity of desire is equal in the male and female B.Sc students of the urban college and in semi-urban college it is high in the males than the females. iii) In the urban and semi urban college the motivation factor high intensity of desire and average intensity of desire is related to the academic performance of the male and female students of B.Sc course. iv) In the both urban and semi urban college the motivation factor high reward value of the goal is high in the female than the male of B.Sc course. v) In the both urban and semi urban college the motivation factor average reward value of the goal is high in the male than the female of B.Sc course. vi) In the urban and semi urban college the motivation factor high reward value of the goal and average reward value of the goal is related to the academic performance of the male and female students of B.Sc course.

KEY WORDS: Motivation, intensity of desire, reward value of the goal, academic performance.

INTRODUCTION:

Explosion of knowledge, scientific invention and technological advancements has brought lots of changes world. Due to this rapid changes the life of people are also changing very rapidly. These changes are visible in the form of education, social awareness and quality of life. Now people become more serious about their status, economic condition, position etc. and for these they show more motivation in their tasks. Similarly in the case of students also, they become more motivated in their studies due to get a good job, to hold a good status or position in the society.

Motivation:

Motivation is a kind of energy or force which leads the individual to behave willingly and voluntarily. Guay et al. (2010, p.172) defines motivation as “the reason underlying behaviour.” It can also be said that motivation is a process which arouse movement in the organism. The movement is caused by the release of energy within the tissue. Gredler, Broussard and Garrison (2004, p.106) broadly defined motivation as “the attribute that moves us to do or not to do something. It is the driving force which helps the individual to achieve his goal. Motivation can be both internal and external. Dilworth (1991) explained that motivation could come from within the student (intrinsic motivation) and outside the students (extrinsic motivation). Intrinsic motivation is the tendency to engage in tasks because one finds them interesting, challenging, involving and satisfying. Extrinsic motivation is the tendency to engage in tasks because of tasks unrelated factors such as promise of rewards and punishments, dictates from superiors, surveillance and competition with peers (Deci and Ryan, 1985). Both these factors of motivation stimulate desire and energy in people to be continually interested in and committed to a job, role or subject and to exert persistent effort in attaining a goal. It is a force that energizes the behaviour of the learner. It also energizes a man to act and to make constant efforts in order to satisfy his basic motives. Motivation is “the process whereby goal-directed activity is instigated and sustained.” (Pintrich and Schunk , 2002, p.5). Motivation inculcates and stimulates learner’s interest in learning activities. In learning situation the learner’s are not only motivated for learning but also motivated for achievement and success. So, motivation in learning implies the arousal of interest, direction of interest and control of behaviour in various learning situations.

Motivation is very essential for learning and many researches were conducted on motivation. But to study about motivation it is very essential to know about the factors of motivation. The factors which consciously and unconsciously affect the students are intensity of desire or need, reward value of the goal, expectations of the individual (the student) and the persons surrounding him/ her, advancement, recognition, responsibility etc.

Academic Achievement and Motivation:

Academic achievement is the outcome of education. It is the extent to which a student, teacher or institution has achieved their educational goals. Academic

achievement is commonly measured by examination or continuous assessment but there is no general agreement on how it is best tested on which aspects. For a good performance or achievement, motivation is very essential. Motivation is an important psychological factor that directly influences students' achievement (Dowson and McInerny, 2003). Barker et al. (2004) described motivation as an important psychological factor that positively influences students' achievement. Herter (1938) mentioned in her study that children with intrinsic motivation in academics would have higher self-perceptions of competence in academics and that children who are extrinsically motivated would have lower perceived academic competence (Goldberg, 1994).

Significance of the study:

Motivation is very important for study and it is greatly observed in the graduate students. There are mainly two reasons for this, firstly every student want to perform well in the examination and want to make a good career and secondly many students want to get a good job after completion of their graduation. Now a days the output of different universities of the country is increasing and which has raised the total number of graduates and post-graduates. Besides this, now a day both in the public and private sector the desired qualification for any good job is minimum graduation. Due to the increase in demand for the qualification for job in many sectors, it has compelled the students to complete their graduation degree with good marks and this increase the motivation for study among them. College students also need for good result and a good job can be observed. Therefore in the present study the investigator interested to highlight on the motivation of the college students in relation with their academic achievement.

Statement of the problem:

Motivation and its relationship with the academic achievement of the college students.

Objective of study:

- To find out the motivation factors of the college students.
- To study the reflection of motivation on academic achievement of the college students.

HYPOTHESIS:

H_0 There will be no significant relationship between the high intensity of desire and academic achievement of the final year degree male students of science stream.

H_0 There will be no significant relationship between the high intensity of desire and academic achievement of the final year degree female students of science stream.

H_0 There will be no significant relationship between the average intensity of

desire and academic achievement of the final year degree male students of science stream.

H_0 There will be no significant relationship between the average intensity of desire and academic achievement of the final year degree female students of science stream.

H_0 There will be no significant relationship between the high reward value of the goal and academic achievement of the final year degree male students of science stream.

H_0 There will be no significant relationship between the high reward value of the goal and academic achievement of the final year degree female students of science stream.

H_0 There will be no significant relationship between the average reward value of the goal and academic achievement of the final year degree male students of science stream.

H_0 There will be no significant relationship between the average reward value of the goal and academic achievement of the final year degree female students of science stream.

Delimitation of the study:

The study is delimited to both the male and female final year college students of science stream of Hojai district of Assam.

METHODOLOGY:

The study was descriptive (survey) in nature hence the data were collected by the investigator with the use of motivation scale.

Population and sample:

The students of B.Sc. final year of Hojai district constituted the population of the study. The sample of the study was taken randomly as 15%-20% of the total population of B.Sc. final year students of the urban degree colleges and semi-urban degree colleges of Hojai district.

Instrumentation:

A motivational scale developed by the investigator to collect the data for the study.

Statistical Analysis:

The collected data were analyzed by using mean, standard deviation and t-test.

Analysis and Interpretation of Data:

Table 1: Intensity of desire motivation factor of the male and female B.Sc students of the urban college and semi urban college

Students	Urban college					Semi urban college				
	N	H	%	A	%	N	H	%	A	%
Male	15	08	53	07	47	15	07	47	08	53
Female	19	12	63	07	37	18	12	67	06	33

H=high and A=average

Table no 1 showed that in urban college the % of high intensity of desire of male student is 53 and that of female student is 63 and average intensity of desire of male is 47 and female is 37. In semi-urban college the % of high intensity of desire of male student is 47 and female student is 67 and the average intensity of desire of male student is 53 and female student is 33.

Table 2: Reward value of the goal motivation factor of the male and female B.Sc students of the urban and semi urban college

Students	Urban college					Semi Urban College				
	N	H	%	A	%	N	H	%	A	%
Male	15	09	60	06	40	15	08	53	07	47
Female	19	12	63	07	37	18	11	61	07	38

H=high and A=average

Table no 2 showed that in urban college the % of high reward value of the goal of male student is 60 and female student is 63 and the % of average reward value of the goal male student is 40 and female student is 37. In the semi-urban college the % of high reward value of the goal of male student is 53 and female student is 61 and the % of average reward value of the goal of male student is 47 and female student is 38.

Table 3: High Intensity of Desire Motivation Factor and Academic Achievement of the Science Male Students of Urban College and Semi Urban College.

Variables	Urban college			Semi-urban college		
	N=08			N=07		
	M	SD	t	M	SD	t
ID (high)	12.38	0.99	6.19	11.86	1.69	4.07
A/A	44.25	13.04		44.29	19.64	

ID-Intensity of desire, M- mean, SD- standard deviation, t - t value.

Table 3 showed the High Intensity of Desire Motivation Factor and Academic Achievement of the Science male final year graduate students of College 1 and college 2. The mean scores of Intensity of Desire Motivation Factor received from the data analysis of the respective colleges were 12.38 and 11.86 and of Academic Achievement were 44.25 and 44.29. The SD of Intensity of Desire Motivation Factor was 0.99 and 1.69 and of Academic Achievement was 13.04 and 19.64. The t values were 6.19 and 4.07 which is significant in 0.01 level. Therefore, the hypothesis “there will be no significant relationship between the high intensity of desire and academic achievement of the final year degree male students of science stream” is rejected.

Table 4: High Intensity of Desire Motivation Factor and Academic Achievement of the Science Female Students of urban College and Semi-urban College.

Variables	Urban college			Semi-urban college		
	N=08			N=07		
	M	SD	t	M	SD	T
ID (high)	11.92	0.76	11.58	12	0.71	11.49
A/A	4.50	10.6		52.92	12.01	

ID-Intensity of desire, M- mean, SD- standard deviation, t - t value.

Table 4 showed the High Intensity of Desire Motivation Factor and Academic Achievement of the Science female final year graduate students of urban College and Semi-urban College. The mean scores of Intensity of Desire Motivation Factor received from the data analysis of the respective colleges were 11.92 and 12 and of Academic Achievement were 48.5 and 52.92. The SD of Intensity of Desire Motivation Factor was 0.76 and 0.71 and of Academic Achievement was 10.65 and 12.01. The t values were 11.58 and 11.49 which was significant in 0.01 level. Therefore the hypothesis “there will be no significant relationship between the high intensity of desire and academic achievement of the final year degree female students of science stream” is rejected.

Table 5: Average Intensity of Desire Motivation Factor and Academic Achievement of the Science Male Students of urban College and Semi-urban College.

Variables	Urban college			Semi-urban college		
	N=07			N=08		
	M	SD	T	M	SD	t
ID (average)	15	0.70	3.90	15	0.87	6.22
A/A	40	16.60		57	17.49	

ID-Intensity of desire, M- mean, SD- standard deviation, t - t value.

Table 5 showed the Average Intensity of Desire Motivation Factor and Academic Achievement of the Science male final year graduate students of urban College and semi-urban college . The mean scores of Intensity of Desire Motivation Factor received from the data analysis of the respective colleges were 15 and 15 and of Academic Achievement were 40 and 57. The SD of Intensity of Desire Motivation Factor was 0.70 and 0.87 and of Academic Achievement were 16.60 and 17.49. The t values were 3.90 and 6.22 which were significant in 0.01 level. Therefore the hypothesis “there will be no significant relationship between the average intensity of desire and academic achievement of the final year degree male students of science stream” is rejected.

Table 6: Average Intensity of Desire Motivation Factor and Academic Achievement of the Arts Female Students of urban College and semi-urban College.

Variables	Urban college			Semi-urban college		
	N=07			N=08		
	M	SD	T	M	SD	t
ID (average)	14.57	0.73	6.11	14.67	1.49	11.45
A/A	44.57	12.10		60	8.68	

ID-Intensity of desire, M- mean, SD- standard deviation, t - t value.

Table 6 showed the Average Intensity of Desire Motivation Factor and Academic Achievement of the Science female final year graduate students of urban College and Semi-urban College. The mean scores of Intensity of Desire Motivation Factor received from the data analysis of the respective colleges were 14.57 and 14.67 and of Academic Achievement were 44.57 and 60. The SD of Intensity of Desire was 0.73 and 1.49 and of Academic Achievement were 12.10 and 8.68. The t values were 6.11 and 11.45 which were significant in 0.01 level. Therefore the hypothesis “there will be no significant relationship between the average intensity of desire and academic achievement of the final year degree female students of science stream” is rejected.

Table 7: High Reward Value of The Goal Motivation Factor and Academic Achievement of the Science Male Students of urban College and semi-urban College

Variables	Urban college			Semi-urban college		
	N=07			N=08		
	M	SD	T	M	SD	t
RG(High)	12	0.94	5.73	11.75	1.2	6.50
A/A	42.33	14.98		38	10.40	

RG reward values of the goal, M- mean, SD- standard deviation, t - t value.

Table 7 showed the High Reward Value of the Goal Motivation Factor and Academic Achievement of the Science male final year graduate students of urban College and semi-urban college . The mean scores of Reward Value of the Goal Motivation Factor received from the data analysis of the respective colleges were 12 and 11.75 and of Academic Achievement were 42.33 and 38. The SD of Reward Value of the Goal Motivation Factor were 0.94 and 1.2 and of Academic Achievement were 14.98 and 10.40. The t values were 5.73 and 6.50 which were significant in 0.01 level. . Therefore the hypothesis “there will be no significant relationship between the high reward value of the goal and academic achievement of the final year degree male students of science stream” is rejected.

Table 8: High Reward Value of the Goal Motivation Factor and Academic Achievement of the Science Female Students of urban College and semi-urban College.

Variables	Urban college			Semi-urban college		
	N=07			N=08		
	M	SD	T	M	SD	t
RG(High)	10.83	1.07	26.07	11.63	0.98	12.97
A/A	45.25	10.76		50.55	9.58	

RG- Reward values of the goal, M- mean, SD- standard deviation, t - t value.

Table 8 showed the High Reward Value of the Goal Motivation Factor and Academic Achievement of the Science female final year graduate students of urban College and semi-urban college . The mean scores of Reward Value of the Goal Motivation Factor received from the data analysis of the respective colleges were 10.83 and 11.63 and of Academic Achievement were 45.25 and 50.55. The SD of Reward Value of the Goal Motivation Factor were 1.07 and 0.98 and of Academic Achievement were 10.76 and 9.58. The t values were 26.07 and 12.97 which were significant in 0.01 level. It indicated that in case of the female Science students of urban College and Semi-urban College. the High Reward Value of the Goal Motivation Factor and Academic Achievement showed significant relationship. Therefore the hypothesis “there will be no significant relationship between the high reward value of the goal and academic achievement of the final year degree female students of science stream” is rejected.

Table 9: Average Reward Value of the Goal Motivation Factor and Academic Achievement of the Science Male Students of urban College and semi-urban College.

Variables	Urban college			Semi-urban college		
	N=07			N=08		
	M	SD	T	M	SD	t
RG(High)	16.50	2.69	3.53	15.86	2.30	7.33
A/A	42.67	16.27		66	16.73	

RG- Reward values of the goal, M- mean, SD- standard deviation, t - t value.

Table no.9 shows the Average Reward Value of the Goal Motivation Factor and Academic Achievement of the Science male final year graduate students of urban College and semi-urban college. The mean scores of Reward Value of the Goal Motivation Factor received from the data analysis of the respective colleges were 16.5 and 15.86 and of Academic Achievement were 42.67 and 66. The SD values of the Reward Value of the Goal Motivation Factor were 2.69 and 2.30 and of Academic Achievement were 16.27 and 16.73. The t values were 3.53 and 7.33

which were significant in 0.01 level. It indicated that in case of the male Science students of urban College and semi-urban College, the Average Reward Value of the Goal Motivation Factor and Academic Achievement showed significant relationship. Therefore the hypothesis “there will be no significant relationship between the average reward value of the goal and academic achievement of the final year degree male students of science stream” is rejected.

Table 10: Average Reward Value of the Goal Motivation Factor and Academic Achievement of the Science Female Students of urban College and semi-urban College.

Variables	Urban college			Semi-urban college		
	N=07			N=08		
	M	SD	T	M	SD	t
RG(High)	16.29	1.83	7.05	15.15	1.65	13.14
A/A	50.14	11.72		62.71	8.79	

RG- Reward values of the goal, M- mean, SD- standard deviation, t - t value.

Table no.10 showed the Average Reward Value of the Goal Motivation Factor and Academic Achievement of the Science female final year graduate students of urban College and semi-urban college . The mean scores of Reward Value of the Goal Motivation Factor received from the data analysis of the respective colleges were 16.29 and 15.15 and of Academic Achievement were 50.14 and 62.71. The SD of the Reward Value of the Goal Motivation Factor were 1.83 and 1.65 and of Academic Achievement were 11.72 and 8.79. The t values were 7.05 and 13.14 which were significant in 0.01 level. It indicated that in case of the female Science students of urban College and semi-urban College, the Average Reward Value of the Goal Motivation Factor and Academic Achievement showed significant relationship. Therefore the hypothesis “there will be no significant relationship between the average reward value of the goal and academic achievement of the final year degree female students of science stream” is rejected.

FINDINGS:

1. It is found that in the urban college the motivation factor high intensity of desire is greater in the female students than the male students of B.Sc. course.
2. It is found that in the urban college the motivation factor average intensity of desire is equal in both male and female students of B.Sc. course.
3. It is found that in Semi-Urban college the motivation factor high intensity of desire is found greater in female than the male and the factor average intensity of desire is found greater in the males than the females.
4. It is found that the high intensity of desire of male students of both Urban and Semi-Urban College is related to their academic achievements.
5. It is found that the high intensity of desire of the female students is also related to their academic performance in both Urban and Semi-Urban College.
6. It is found that the average intensity of desire of the male students is related to their academic performance of both Urban and Semi-Urban college.
7. It is also found that the average intensity of desire of the female students is related to their academic performance of both Urban and Semi-Urban college.
8. It is found that the motivation factor high reward value of goal is related to academic achievement of both the male and female science students of the Urban and Semi-Urban College.
9. It is also found that the motivation factor average reward value of goal is related to academic achievement of both the male and female Science students of the Urban and Semi-Urban College.

CONCLUSION:

Motivation is an important factor, which affect the academic performance of the students. Motivation is an important psychological factor that directly influences students' achievement (Dowson and McInerny, 2003). Barker et al. (2004) described motivation as an important psychological factor that positively influences students' achievement. In the present study the investigator has found that the motivation factors intensity of desire and reward value of the goal affect the academic achievement of both male and female B.Sc. Students.

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